

Utah Guidelines for the Preparation of Educators

To Teach Students with Diverse and Special Educational Needs

A Support Document For Institutions of
Higher Education and School Districts



OCTOBER 2002

Utah SIGNAL Project

With support from the
Utah State Office of Education and
Institutions of Higher Education:
Brigham Young University
Southern Utah University
University of Utah
Utah State University
Utah Valley State College
Weber State University
Westminster College

**UTAH GUIDELINES FOR THE
PREPARATION OF EDUCATORS TO
TEACH STUDENTS WITH DIVERSE AND
SPECIAL EDUCATIONAL NEEDS**

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A state improvement grant funded by the
U.S. Department of Education,
Office of Special Education Programs

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Suggested Citation:

Utah SIGNAL Project. (2002, October). *Utah guidelines for the preparation of educators to teach students with diverse and special educational needs: A support document for institutions of higher education and school districts*. Salt Lake City, Utah: Author.

This report is made possible by the U.S. Department of Education, Office of Special Education Programs (Grant No. H323A990019A; Program Title: Special Education--State Improvement Grants for Children With Disabilities). The contents of this publication do not necessarily reflect the policy or position of the Department of Education, Office of Special Education Programs, and no official endorsement by the Department should be inferred.

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Introduction

This document provides eight guidelines with examples of the knowledge, dispositions, and performances that general educators and special educators need to teach students with diverse and special educational needs. It is based on the premise that all teachers are responsible for providing an appropriate education to students with diverse and special educational needs. Further, it is supported by the belief that all students can experience positive educational outcomes when teaching is based on sound pedagogy. This belief is consistent with the principles of the Interstate New Teacher Assessment and Support Consortium (INTASC), the National Council for Accreditation of Teacher Education (NCATE)¹ Standards; and the philosophy that undergirds the 1997 Amendments to the Individuals with Disabilities Education Act (IDEA) and the No Child Left Behind Act (NCLB).

In order to provide students with diverse and special educational needs an opportunity for equal access to quality learning,

all teachers, both general educators and special educators, must have knowledge and skills related to their subject matter discipline and the principles of effective teaching and learning as well as specific knowledge and skills drawn from the field of special education. (INTASC, 2001, p. 1)²

Purpose

This document is designed to serve as a framework for the establishment of a shared vision for the preparation of *general educators and special educators*³ to teach students with diverse and special educational needs in the schools in pre-kindergarten through 12th grade (P-12). The document is based on the premise that student success is the critical measure of effective teaching, and is supported in the federal legislative mandates of NCLB and IDEA. The mandate in these legislative acts is for all America's school children to be provided with the opportunity and means to achieve academic success.

¹ NCATE's Standards for teacher preparation programs are based on the belief that *all* children can and should learn and requires a commitment to prepare teachers for a diverse community of students. The NCATE Standards document can be downloaded from their website at www.ncate.org.

² Interstate New Teacher Assessment and Support Consortium (2001, May). *Model standards for licensing general and special education teachers of students with disabilities: A resource for state dialogue*. Washington, DC: Council of Chief State School Officers. The INTASC document includes knowledge, dispositions, and performances related to each of its 10 principles. It is available on the website of the Council of Chief State School Officers (CCSSO), www.ccsso.org/intasc.html.

³ In this document, (a) "general educator" includes early childhood, elementary, middle, and secondary levels and (b) "special educator" includes special education teachers and related service providers.

The eight guidelines summarize the key elements in IDEA and NCLB. In so doing, the document provides a guide for universities, colleges, and school districts to address the preservice preparation and continuing professional development of general and special educators. The guidelines provide suggestions for the shared responsibilities of general educators and special educators in improving the learning outcomes for students with diverse and special educational needs. This document is intended for the discretionary use of (a) university and college programs as course objectives and candidate performances, and (b) school districts in identifying appropriate continuing professional development activities.

Differing levels of competency. The targeted level of initial competency on each guideline may vary for general educators and special educators. For example, at the completion of a university or college program, general educators may initially have an introductory level of competency on many guidelines with supports provided by the special educator. Special educators will have an advanced level of competency at the completion of a university or college program. As school districts provide appropriate professional development activities for general and special educators to increase competencies in targeted areas, general educators may also achieve an advanced level of competency.

Committee Statement on the Rationale for the Guidelines

This document was developed by a committee representing the Utah SIGNAL Project, the Utah State Office of Education, and the deans of teacher preparation programs throughout Utah. The committee prepared the following statement on the rationale for the Utah Guidelines document:

The Utah State Office of Education has adopted the NCATE Standards for the approval of higher education teacher preparation programs. As such, the NCATE Unit Standards serve as a framework for preparing educators to provide an appropriate education for all students, including those with diverse and special educational needs. This committee has reviewed the NCATE Unit Standards and has determined that they establish a shared vision and responsibility for the preparation of educators to teach all students⁴ with diverse and special educational needs in P-12 schools in accordance with federal and state mandates.

⁴ “All students” includes students with exceptionalities and of different ethnic, racial, gender, language, religious, socioeconomic, and regional/geographic origins. The NCATE Unit Standard 4: Diversity is based on the belief that teacher preparation programs should commit to preparing candidates to teach a diverse community of students in P-12.

Toward this end, the committee has developed this document containing eight guidelines for use by institutions of higher education in program development and personnel preparation on the provision of access to the general curriculum for students with diverse and special educational needs. Whereas, the NCATE Unit Standards provide the framework for preparing educators to teach students with diverse and special educational needs, this document has been developed to provide guidelines with supporting examples to assist preservice programs with implementation of the framework.

Committee members: Ron Stanfield, USOE Educator Licensing Coordinator (Committee Chair); Mae Taylor, USOE Director of Services for At-Risk Students; Cregg Ingram, Brigham Young University; Don Barnes, Southern Utah University; Francine Johnson and Bernie Hayes, Utah State University; Suzanne Wade, University of Utah; Linda Benson, Utah Valley State College; Frances Butler, Weber State University; Peter Ingle, Westminster College; Bruce Schroeder, Utah SIGNAL Project Director; and Monica L. Ferguson, Utah SIGNAL Project Preservice Coordinator.

Guidelines Summary

Guideline #1: Understanding Learner Characteristics

General educators and special educators⁵ understand (a) the characteristics of all learners with diverse and special educational needs, and (b) how the student's diversity and special educational needs affect involvement and progress in the general curriculum.

Guideline #2: Determination of Educational Needs

General educators and special educators assess the current level of educational performance and determine the educational needs for all students with diverse and special educational needs.

Guideline #3: Understanding Role of General Educators

General educators and special educators understand the role of general educators in facilitating involvement and progress in the general curriculum for all students with diverse and special educational needs.

Guideline #4: Understanding Role of Special Educators

General educators and special educators understand the role of special educators in facilitating involvement and progress in the general curriculum for all students with diverse and special educational needs.

Guideline #5: Developing an Individualized Education Program

General educators and special educators understand their professional roles in (a) developing an individualized education plan (e.g., IEP or other individual plan), and (b) participating on a student education planning team (e.g., IEP team) for students with diverse and special educational needs.

Guideline #6: Implementing an Appropriate Education Program with Adaptations and/or Modifications

General educators and special educators implement an appropriate educational program, as a collaborative team, to facilitate the student's involvement and progress in the general curriculum by adapting and/or modifying instruction, curriculum, and content materials for all students with diverse and special educational needs.

⁵ “General educator” includes early childhood, elementary, middle, and secondary levels; and “special educator” includes special education teachers and related service providers.

Guideline #7: Implementing Positive, Proactive Behavioral Interventions & Supports

General educators and special educators implement positive, proactive behavioral interventions and supports for all students with diverse and special educational needs.

Guideline #8: Mastery of Basic Skills Competency

General educators and special educators implement intervention programs for the mastery of basic skills competency, including reading, based on the Utah Performance Assessment System for Students (U-PASS) results for all students with diverse and special educational needs.

Utah Guidelines on Preparing Educators to Teach All Students

Supporting Examples

Guideline #1: Understanding Learner Characteristics

General educators and special educators⁶ understand (a) the characteristics of all learners with diverse and special educational needs, and (b) how the student's diversity and special educational needs affect involvement and progress in the general curriculum.

Examples of Knowledge

- General and special educators will know that students identified as having diverse and special educational needs are extremely diverse, as is the general population.
- General and special educators will know the different categories of diverse and special educational needs, and the defining characteristics associated with each.
- General and special educators will know of similarities and differences between learners with diverse and special educational needs and those who have not been determined to have diverse and special educational needs.
- General and special educators will know how characteristics associated with diverse and special educational needs may affect the involvement and progress of learners with diverse and special educational needs in the general curriculum.
- General and special educators will know that grade-level placement is not necessarily synonymous with curriculum content.
- General and special educators will know that the principles of teaching and learning are essentially the same for all students, although they may need to be applied differently, adapted, and used more intensively for students with diverse and special educational needs.
- General and special educators will know that the general education curriculum and constraints of the classroom may potentially impact learners with diverse and special educational needs in the general education classroom.

⁶ “General educator” includes early childhood, elementary, middle, and secondary levels; and “special educator” includes special education teachers and related service providers.

Examples of Dispositions

- General educators are willing to welcome students with diverse and special educational needs in the general curriculum and activities of the classroom.
- General educators are willing to create a welcoming, inclusive classroom environment.
- General educators are willing to understand the strengths and needs of learners with diverse and special educational needs.
- General educators are willing to refer students for special education assessment and services, without fear of *labeling* those students.
- General educators are willing to welcome special educators and other resource personnel into the general education classroom as co-equals.
- General educators view inclusion as a right, not a *favor*, and believe students with diverse and special educational needs do not have to *earn the right* to be in their neighborhood school or classrooms with age-appropriate peers.
- Special educators are willing to learn about the general education curriculum for different grade levels.
- Special educators are willing to learn about constraints of general education classrooms.
- Special educators are willing to work collaboratively with general educators, both within the general education classroom and in consultation.

Examples of Performances

- General and special educators will be able to describe different types of diverse and special educational needs, including different categories of disabilities.
- General and special educators will discuss how to promote and facilitate the involvement of all students in the general education classroom by describing (a) a variety of classroom organizational structures (e.g., heterogeneous and flexible grouping), and (b) types of participatory curricula (e.g., project-based learning, open-ended class discussions, preteaching strategies).
- General and special educators will describe the characteristics of scaffolded instruction (e.g., explanations, models, demonstrations, practice, provision of corrective feedback).

- General and special educators will plan a lesson for a specific classroom that involves participatory curricula and scaffolded instruction.
- General and special educators will describe the principles of curricular and instructional adaptations applicable to the general education classroom (e.g., book leveling, multilevel instruction, curriculum overlapping).

Guideline #2: Determination of Educational Needs

General educators and special educators assess the current level of educational performance and determine the educational needs for all students with diverse and special educational needs.

Examples of Knowledge

- General and special educators will know current scientifically-validated practices in the area of reading on (a) the basic components of the reading process, and (b) how to measure the basic reading components.
- General and special educators will know of a variety of assessment instruments and techniques for assessing the current level of educational performance of students with diverse and special educational needs including (a) standardized diagnostic and summative assessments, and (b) formative, qualitative assessments used to assess and adjust ongoing instruction.
- General and special educators will have a critical understanding (a) of what each of the assessments can measure, (b) for what purposes they should be used, and (c) shortcomings and potential misuses of each.
- General and special educators will know how to administer various assessments to determine students' individualized educational needs.
- General and special educators will know how to use the results of an assessment battery to plan the individualized education program for a student with diverse and special educational needs by determining the appropriate (a) adaptations and/or modifications for the general education curriculum, (b) instructional approach, (c) time required for the student to complete tasks, (d) performance expectations for the student, and (e) other aspects of the educational program.

Examples of Dispositions

- General and special educators will be willing to use the results of a variety of standardized, diagnostic, and qualitative assessments to evaluate student learning on an ongoing basis.
- General and special educators will be willing to use the assessment findings to (a) adjust the curriculum, (b) select different curriculum materials, (c) adjust instruction, and (d) plan accommodations for both the whole class and individual students.

Examples of Performances

- General educators will select and use appropriate assessment instruments and techniques to assess the current level of educational performance of all students in the general education classroom, as an essential part of (a) evaluating teaching effectiveness, (b) evaluating students' learning, and (c) planning further instruction.
- Special educators will select and use appropriate assessment instruments to determine diverse and special educational needs (including strengths and behavior skills) of students who have been referred.
- General and special educators will use the results of the assessment battery to plan the student's individualized education program by determining the appropriate (a) adaptations and/or modifications for the general education curriculum, (b) instructional approach, (c) time required for the student to complete tasks, (d) performance expectations for the student, and (e) other aspects of the educational program.

Guideline #3: Understanding Role of General Educators

General educators and special educators understand the role of general educators in facilitating involvement and progress in the general curriculum for all students with diverse and special educational needs.

Examples of Knowledge

- General and special educators will know the role of general educators, as outlined in IDEA, in (a) providing a free appropriate public education, (b) participating in an appropriate evaluation, (c) developing and implementing the individualized education program (IEP), (d) providing services in the least restrictive environment (LRE), (e) encouraging parent and student participation in decision making, and (f) insuring procedural safeguards.
- General and special educators will know that general educators with inclusive attitudes and appropriate supports can successfully teach students with diverse and special educational needs.
- General educators will know how to build community within their classrooms that are accepting of differences.
- General and special educators will know how general educators can work collaboratively with special educators in the general education classroom in various roles, including (a) co-teaching, (b) working with small groups and individuals in the classroom who have diverse and special educational needs, and (c) adapting and/or modifying curriculum, instruction, and assessment.
- General and special educators will know how general educators can work collaboratively with special educators outside of classrooms in (a) case management meetings, (b) IEP meetings, and (c) consultations designed to help students with diverse and special educational needs succeed in the general education classroom.

Examples of Dispositions

- General educators accept students with diverse and special educational needs in the general education classroom, and they view the needs of all students as equally important and all having something valuable to offer in the classroom.
- General educators are willing to have services delivered in the general education classroom to meet the individualized special needs, both social and academic, of students with diverse and special educational needs.

- General educators view special education as a *service* to meet the individualized needs of students, not a *place*, and are prepared to offer differential amounts of time and attention to students.
- General educators are willing to (a) make adaptations in curriculum, instruction, and assessment for learners with diverse and special educational needs, (b) to seek information and support from special educators, and (c) to refer learners for special education assessment.
- General educators are willing to consider the strengths and capabilities of students with diverse and special educational needs and do not presume to know their upper limits.
- General educators see themselves as playing an integral role in planning curriculum and instruction for students with diverse and special educational needs.
- General educators are willing to (a) collaborate with special educators in the general education classroom, (b) view them as co-equals in planning, teaching, and assessment, and (c) view themselves as part of a collaborative team with common goals.

Examples of Performances

- General and special educators will describe the role of general educators, as outlined in IDEA, in (a) providing a free appropriate public education, (b) participating in an appropriate evaluation, (c) developing and implementing the IEP, (d) providing services in the least restrictive environment, (e) encouraging parent and student participation in decision making, and (f) insuring procedural safeguards.
- General educators will align the IEP goals of students with diverse and special educational needs with the curriculum goals for a particular classroom during a planning session with special educators.
- General educators will plan community-building activities for the general education classroom.
- General educators will co-teach a lesson with special educators in a general education classroom.
- General educators will collaborate with special educators in general education classrooms, working with groups and individuals with diverse and special educational needs on adapted curriculum and instruction.
- General educators will work with students with diverse and special educational needs in the general education classroom on IEP goals.
- General educators will engage in referring students to special education.

Guideline #4: Understanding Role of Special Educators

General educators and special educators understand the role of special educators in facilitating involvement and progress in the general curriculum for all students with diverse and special educational needs.

Examples of Knowledge

- General and special educators will know the role of special educators, as outlined in IDEA, in (a) their role in providing a free appropriate public education, (b) participating in an appropriate evaluation, (c) developing and implementing the IEP, (d) providing services in the least restrictive environment, (e) encouraging parent and student participation in decision making, and (f) insuring procedural safeguards.
- Special educators will know that general educators with inclusive attitudes and appropriate supports can successfully teach students with special needs.
- Special educators will know how they can work collaboratively with general educators in the general education classroom in various roles, including (a) co-teaching, (b) working with small groups and individuals in the classroom who have diverse and special educational needs, and (c) adapting and/or modifying curriculum, instruction, and assessment.
- Special educators will know how they can work collaboratively with general educators outside of classrooms, as in (a) case management meetings, (b) IEP meetings, and (c) consultations designed to help students with diverse and special educational needs succeed in the general education classroom.

Examples of Dispositions

- Special educators accept the idea that students with diverse and special educational needs can receive a quality education in the general education classroom.
- Special educators view special education as a *service* to meet the individualized needs of students, not a *place*.
- Special educators are willing to work with general educators to (a) make adaptations in curriculum, instruction, and assessment for learners with diverse and special educational needs, (b) align IEP goals with the general curriculum, and (c) seek information and support from general educators.
- Special educators are willing to consider the strengths and capabilities of students with diverse and special educational needs and do not presume to know their upper limits.

- Special educators view general education teachers as playing an integral role in planning curriculum and instruction for students with diverse and special educational needs.
- Special educators are willing to (a) collaborate with general educators in the general education classroom, (b) view general educators as co-equals in planning, teaching, and assessing students with diverse and special educational needs, and (c) view themselves as part of a collaborative team with common goals.

Examples of Performances

- General and special educators will describe the role of special educators, as outlined in IDEA, in (a) their role in providing a free appropriate public education, (b) participating in an appropriate evaluation, (c) developing and implementing the IEP, (d) providing services in the least restrictive environment, (e) encouraging parent and student participation in decision making, and (f) insuring procedural safeguards.
- Special educators will collaborate with general educators during a planning session, IEP meeting, or case management meeting to align the IEP goals of students with diverse and special educational needs with the curriculum goals for a particular classroom.
- Special educators will co-teach a lesson plan with a general educator in a general education classroom.
- Special educators will collaborate with general educators in general education classrooms on using adapted and/or modified curriculum and instruction with groups and individuals with diverse and special educational needs in the classroom.
- Special educators will work with students with diverse and special educational needs in the general education classroom on their IEP goals.
- Special educators will meet with general educators who have referred students to special education to discuss referral procedures and plans for diagnosis.

Guideline #5: Developing an Individualized Education Program

General educators and special educators understand their professional roles in (a) developing an individualized education plan (e.g., IEP or other individual plan), and (b) participating on a student education planning team (e.g., IEP Team) for students with diverse and special educational needs.

Examples of Knowledge

- General and special educators will be able to describe the role of general educators, special educators, parents, and students in developing an IEP, as outlined in IDEA.
- General and special educators will know different models of team consultation and problem solving, including (a) methods for gathering information about individual students, (b) clarifying problems, (c) brainstorming ideas, (d) developing IEP goals, (e) deciding on solutions to problems, (f) developing a plan for implementation, and (g) planning assessment.

Examples of Dispositions

- General educators and special educators will be willing to play a key role in IEP meetings engaging in all the aspects of team consultation and problem solving, which includes (a) methods for gathering information about individual students, (b) clarifying problems, (c) brainstorming ideas, (d) developing IEP goals, (e) deciding on solutions to problems, (f) developing a plan for implementation, and (g) planning assessment.
- General and special educators will value the input of other general and special educators, parents, and students in determining priorities in the IEP meetings.

Examples of Performances

- General and special educators will engage in *active listening* (rather than *telling*) as the participants determine priorities for the student's IEP during actual IEP meetings, or simulations.
- General and special educators will collaborate during actual IEP meetings, or simulations, to (a) develop individualized curricular goals that are aligned with the curricular content of the general education classroom in which the student is to be placed, and (b) collaborate on the role of the special educator in developing and implementing individualized instruction and adaptations and/or modifications for the student.

Guideline #6: Implementing an Appropriate Education Program with Adaptations and/or Modifications

General educators and special educators implement an appropriate educational program, as a collaborative team, to facilitate the student's involvement and progress in the general curriculum by adapting and/or modifying instruction, curriculum, and content materials for all students with diverse and special educational needs.

Examples of Knowledge

- General and special educators will know the legal requirements, rights, and responsibilities stipulated in IDEA and state guidelines related to developing and implementing an appropriate educational program for students with diverse and special educational needs.
- General and special educators (P-12) will know how to adapt the curricular goals of the classroom to meet the IEP goals of students, using such models as multilevel instruction and curriculum overlapping.
- General and special educators will know how to select textbooks and trade books at appropriate grade levels for students with differing reading levels.
- General and special educators will know how to scaffold instruction to meet the needs of all students, including: task analysis, teaching skills and strategies explicitly, explaining, modeling, demonstrating, providing repeated exposure when necessary, providing opportunities for sufficient practice, providing corrective feedback, giving prompts and redundant cues as needed, fading, and gradually increasing the complexity of activities and tasks as students can handle them.
- General and special educators will know of different types of assistive technologies.
- General and special educators will be able to evaluate students' progress on an ongoing basis and use information gathered to adjust instruction.

Examples of Dispositions

- General and special educators will be willing to (a) compare a student's IEP goals to the classroom's curricular goals and planned activities, and (b) plan a schedule for the student that follows the class routine as much as possible.
- General and special educators will be willing to (a) plan and implement curricular adaptations to meet the IEP goals of students in the general education classroom, using such models as multilevel instruction and curriculum overlapping, and (b) modify rules for participation.

- General and special educators will be willing to engage in book leveling activities to select textbooks and trade books at appropriate grade levels for students with differing reading levels.
- General and special educators will be willing to individualize instruction in the general education classroom using the principles of scaffolded instruction to meet the needs of all students, including: task analysis, teaching skills and strategies explicitly, explaining, modeling, demonstrating, providing repeated exposure when necessary, providing opportunities for sufficient practice, providing corrective feedback, giving prompts and redundant cues as needed, fading, and gradually increasing the complexity of activities and tasks as students can handle them.
- General and special educators will be willing to allow students with diverse and special educational needs to use appropriate assistive technologies.
- General and special educators will be willing to collaborate with other service providers to align tutoring activities with curricular goals and activities.
- General and special educators will be willing to evaluate students' progress on an ongoing basis and use information gathered to adjust instruction.

Examples of Performances

- General and special educators will use book leveling activities to (a) find the grade levels of all the books when given a variety of textbooks and trade books that could be used at a particular grade level, and (b) select books that would be at the independent and instructional levels for individual students with differing reading levels.
- General educators and special educators will design, implement, and evaluate a lesson in a general education classroom for the whole class (a) including specific adaptations and/or modifications that meet the IEP goals of particular students, and (b) use such models as multilevel instruction, curriculum overlapping, and scaffolded instruction.
- General and special educators will design and implement a lesson for an individual learner with diverse and special educational needs in a general education classroom, which (a) is aligned with the curricular goals of the classroom and the learner's IEP goals, and (b) will include an analysis of the special needs of the learner, adapted materials, assistive technologies, scaffolded instruction, and assessment of the learner's gains.
- General and special educators will (a) implement several types of formative assessment (e.g., learning logs, portfolios, observational checklists, student self-assessments, study skills and interest inventories), and (b) use findings to adjust instruction in a follow-up lesson plan in a general education classroom.

Guideline #7: Implementing Positive, Proactive Behavioral Interventions & Supports

General educators and special educators implement positive, proactive behavioral interventions and supports for all students with diverse and special educational needs.

Examples of Knowledge

- General and special educators will know the basic principles of behavior change (e.g., reinforcement, punishment).
- General and special educators will know the basic classroom organization and management strategies (e.g., classroom layout and procedures, teacher/student interactions, appropriate curriculum/instruction).
- General and special educators will know the basic principles and procedures for assessing problem behaviors (i.e., functional behavioral assessment).
- General and special educators will know the basic principles for developing comprehensive behavioral support plans.
- General and special educators will know the basic general behavioral support strategies (i.e., setting event and antecedent/proactive strategies, teaching appropriate alternative behaviors, and positive/negative consequence strategies).
- General and special educators will know the basic data collection and evaluation strategies.
- General and special educators will know the basic approaches for effectively collaborating with parents/family and colleagues to support students exhibiting problem behaviors.

Examples of Dispositions

- General and special educators will have the belief that the teacher plays the most influential role in determining student behavior.
- General and special educators will have the belief that students, even those with histories of significant problem behaviors, can change in positive directions given appropriate instruction and support.
- General and special educators will have the belief that all students, even those exhibiting problem behaviors, deserve opportunities to learn in the least restrictive environments.

- General and special educators will have the belief that effective strategies exist for working with and supporting students exhibiting problem behaviors.
- General and special educators will have a belief in the importance of collaboration with parents/family and relevant colleagues in working with students exhibiting problem behaviors.

Examples of Performances

- General and special educators will define basic principles of behavior change (e.g., reinforcement, punishment), verbally and in writing.
- General and special educators will arrange and manage a general education classroom setting to promote appropriate behavior and reduce problem behavior, giving attention to (a) the physical layout, (b) teacher and student interactions, and (c) any other relevant matters.
- General and special educators will develop lesson and unit plans that provide curriculum and instruction at appropriate levels for all students.
- General and special educators will conduct basic functional behavioral assessments to determine the antecedent and consequence variables influencing student problem behaviors.
- General and special educators will develop comprehensive behavioral support plans involving multiple strategies.
- General and special educators will implement a range of behavioral support strategies (i.e., setting event and antecedent/proactive strategies, teaching appropriate alternative behaviors, and positive/negative consequence strategies).
- General and special educators will collect data on student behavior (problem and appropriate) and use data to make decisions about maintaining or modifying behavioral support strategies.
- General and special educators will collaborate effectively with parents/family and relevant colleagues to support students exhibiting problem behaviors (e.g., conducting meetings).

Guideline #8: Mastery of Basic Skills Competency

General educators and special educators implement intervention programs for mastery of basic skills competency, including reading, based on the Utah Performance Assessment System for Students (U-PASS) results for all students with diverse and special educational needs.

Examples of Knowledge

- General and special educators will know of the basic skills and processes involved in reading and mathematics.
- General and special educators will know the components of U-PASS.
- General and special educators will be familiar with a variety of intervention programs for mastery of basic skills competency that are aligned with U-PASS.

Examples of Dispositions

- General and special educators are willing to learn about the basic skills and processes involved in reading and mathematics.
- General and special educators are willing to learn about the components of U-PASS.
- General and special educators are willing to learn about a variety of intervention programs for mastery of basic skills competency that are aligned with U-PASS.

Examples of Performances

- General and special educators will describe the findings of recent national panel reports on the basic skills and processes involved in reading and mathematics.
- General and special educators will describe the components of U-PASS.
- General and special educators will describe a variety of intervention programs for mastery of basic skills competency.
- General and special educators will explain how a unit plan they have developed in reading, other basic skill or content areas, is aligned with the areas tested by U-PASS.

